



State of Vermont
Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501

MEMORANDUM

TO: Title III Grant Applicants in 2008-2009

FROM: Jim McCobb, Title III (English Language Acquisition) Coordinator

SUBJECT: Final Allocations for Title III LEP Subgrants in 2008-2009

DATE: September 17, 2008

CC: Vermont ESL List Serve

FINAL ALLOCATIONS FOR TITLE III LEP SUBGRANTS IN 2008-2009

The districts and/or consortia listed in the table below have notified the Vermont Department of Education of their intent to apply for a Title III English Language Acquisition subgrant in 2008-2009. The amounts of the actual grant allocations have been recalculated based on the final list of eligible applicants. The aqua-colored boxes are for LEAs indicating that they plan to apply independently. The LEAs applying as part of a consortium are color-coded by group. Please make sure that your LEA or Consortium's local plan and budget reflect these **revised figures**. **The Title III applications are due OCTOBER 1, 2008.** Your grant award start date will be the date on which your application is received in a "substantially approval form" at the VT DOE.

This year the grant allocations are based on the number of students in an LEA or Consortium whose Overall (Composite) Score on the Spring 2008 **ACCESS for ELLs®** assessment was less than 5.0 on a Tier C test.

NOTE: The VT DOE *currently* uses the composite score of 5.0 on the **ACCESS for ELLs®** as the cut score for determining: 1) whether students meet AMAO 2 ("Attained Proficient")--i.e., Title III Accountability and; 2) whether they are eligible to be counted for Title III Funding. However, a score of 5.0 *should not automatically be* interpreted to mean that a student is ready for exit from ELL services altogether. In making exiting decisions about students receiving ELL services, LEAs should always use **multiple criteria** (rather than a single test score). Even if students achieve a 5.0 composite proficiency level, i.e., the cut score for "Attained Proficient" on the State's ELP assessment, they should only be exited from ELL services if they meet **all exit criteria**. **Additional pieces of evidence or criteria to be considered include**—ELP assessment—results from each of the four individual test domains; proficiency levels on state academic assessments; classroom performance measures; teacher judgments. In sum, students should continue to receive language and/or academic support services (even though Title III funds cannot be applied) if they don't meet multiple criteria for exit.

(For important supplemental information related to the Title III grants, please see the information which follows this table, starting on page 3).

Title III Allocation based on English Language Proficiency Levels Less than 5.0 on the ACCESS for ELLs®

Eligible District	LEA	Students	Allocation
Barre	S061	64.00	22,392.00
Burlington	T037	399.00	139,602.00
Chittenden Central	S013	45.00	15,745.00
Essex Town	T070	19.00	6,648.00
Chittenden South	S014	44.00	15,395.00
Montpelier	T129	17.00	5,948.00
Washington West	S042	28.00	9,797.00
South Burlington	T191	69.00	24,143.00
Windham Southeast	S048	52.00	18,194.00
Winooski	T249	99.00	34,638.00
Total		836.00	292,502.00

SUPPLEMENTAL INFORMATION FOR TITLE III GRANT APPLICANTS IN 2008-2009

In May 2007, the Vermont Department of Education, Title III State Grant Program, participated in a 3-day monitoring visit with the Office of English Language Acquisition (OELA), Title III, of the US Department of Education. As a result of their visit, there are several areas in which the State plans to focus more attention on LEA planning and use of Title III funds.

Development of the Local Plan/Budget:

Title III funds are intended to *supplement* services that districts are already required by law (Title VI) to provide. In Title III, Section 3115 (c), which applicants are encouraged to read carefully, the law specifically states that LEAs/Consortias' applications must, at a minimum, address:

- **Required Activity #1: Language Instruction Educational Program;**
- **Required Activity #2: Professional Development.**

[**Note: Activity #3** is *authorized* but not required. It cannot be substituted for the required activities.]

In developing the Local Plan (Title III Application), the law states that LEAs **“consult with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education.”** In order for Title III funds to make a difference in a school or district, planning, communication, and collaboration must occur between those working directly with ELL students and those with overall responsibility for ensuring that the needs of ELL students and their parents are being met.

I will be seeking substantive evidence in your district's Title III plan and through monitoring activities that these funds are being used in meaningful ways to meet the required activities and improve the overall level of education for ELL students. There should be evidence that the funds are being used for sustained professional development and systemic change.

Amendments:

Any amendments to an approved Title III plan must be submitted to the Title III director in writing, along with a revised budget, *before* making any changes.

Monitoring Visits:

The US Department of Education has asked the Vermont Department of Education to develop a monitoring plan that includes Title III programmatic and fiscal requirements in order to ensure that LEAs receiving Title III funds are monitored regularly for compliance. All Title III subgrantees should be prepared for a scheduled monitoring visit, and are expected to be proactive in staying informed about Title III law and requirements.

Title III Professional Development and Technical Assistance Meetings:

Over the course of the last few years, the Title III Program has communicated with teachers and administrators (ELL Coordinators) and provided technical assistance to LEAs through e-mails, meetings with Title III subgrantees, and professional development events related to the English language proficiency standards, assessments, and accountability (use of data).

When planning for professional development in 2008-2009, LEAs are encouraged to think of building capacity by involving classroom teachers, administrators, specialists with training roles in the areas of literacy and/or other content areas, guidance counselors, parents, and others who interact with the ELL students and their families.

Communication with not only the State Education Agency, but also other LEAs, Higher Education, and Community-Based Organizations, is vital to effective program management, coordination, and improvement of educational programs for ELLs. With the increasing recognition that ELL students will benefit most when the entire school, district staff takes ownership and builds knowledge of ELL needs and effective instructional interventions, it is essential for LEAs to build teams that do collaborative planning and decision-making in order to implement its school improvement goals effectively. Opportunities will continue to target school-based teams that work to make *systems changes*.

When ELL Coordinators are unable to attend meetings, they are encouraged to send others who can participate and share information with them and others back in their schools/district. With the number of people involved statewide now, attendance at major meetings and trainings is important.

Administrative Direct Costs:

No more than 2% of Title III funds may be used for Administrative Direct Costs.

INFORMATION ABOUT 2007-2008 TITLE III GRANTS

Annual Evaluation Report for 2007-2008 and LEA Required Reports -

The Title III State Program is required to submit an Annual Consolidated State Performance Report for Title III. This year it will be due in December, 2008. LEAs that received Title III funds in 2007-2008 will receive a report asking for written descriptions and documentation of programs and participation in Title III funded activities. The LEA reports will be used to compile the state report.

AMAO Determinations for 2007-2008 -

Due to the fact that Vermont does Fall NECAP testing, Title III AMAO determinations cannot be made until results are released in early 2009. This year Title III AMAO results will be reported simultaneously with AYP results

Unexpended Title III funds from 2007-2008 -

Any 2007-2008 Title III funds that have not been spent or obligated by 9/30/2008 must be returned to the State for redistribution. LEAs have up to 90 days from the end of the grant year (i.e., until January 10, 2009) to submit a Final SDE 1.1 Report. After that date, any remaining 2007-2008 funds will be redistributed. Once the initial grant award has been made, no further funds may be released until an LEA submits its Final SDE 1.1 report.

Questions/Comments: Feel free to contact me with any questions or suggestions. Thanks for your support and interest in the Title III Program, and I look forward to working with you this year.

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